DOCUMENT RESUME

ED 106 461 95 CE 003 615

TITLE	External Evaluation of Project ACT.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 74
NOTE	80p.; For related volumes see CE 003 612-4
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	Adult Education; *Adult Educators; Consortia; Educational Programs; Individualized Programs; Inservice Teacher Education; Interinstitutional Cooperation; Participant Satisfaction; Performance Based Teacher Education; *Program Attitudes; *Program Evaluation; *Regional Programs; *Staff Improvement; Statewide Planning; Summative Evaluation; Tables (Data); Teacher Education
IDENTIFIERS	Adult Competency Training; *Project ACT

ABSTRACT

In order to assess the Adult Competency Training (ACT) Project activities and the development of an Adult Staff Development (ASD) program, designed to train adult educators through State-by-State and region-wide planning and coordination, an external evaluation was conducted by reviewing documents and records and by interviewing 40 persons from three groups: the policy board, resource teams, and the project staff. Section One introduces the purposes of the project and evaluation. Section Two describes the implementation of the external evaluation plan. Both negative and positive findings of the three groups are summarized in Section Three and group reactions are discussed in relationship to Project ACT's future role and outcomes. The scaled and rank order data, gathered from the interviews, notes, and records, are tabulated. Section Four offers the conclusions and recommendations to the policy board in addition to a separate list of findings and comparisons between the three groups. The conclusions point out the need for further cooperation between local and State agencies. Recommendations refer to the maintenance and improvement of the adult staff development system and its resource teams; State and local cooperation; inservice programs, and their integration with professional undergraduate and graduate education. (JB)

ED106461

PROJECT ACTION

EXTENDED EVALUATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED106461

EXTERNAL EVALUATION OF PROJECT ACT*

Evaluation Director - Dr. Burton W. Kreitlow
University of Wisconsin (Madison)

Evaluation Staff - Mrs. Doris J. Kreitlow
AABE Consultants
(Mazomanie, Wisconsin)

June, 1974

*Project ACT is a United States Office of Education Staff Development Project ~~in~~ Region VIII

PROJECT ACT

The work presented or reported herein was performed pursuant to a grant with the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

Colorado State University State University does not discriminate on the basis of race, color, religion, national origin or sex. The University complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity for employment and admission shall be extended to all persons and the University shall promote equal opportunity and treatment through a positive and continuing affirmative action program.

Preface

This report is direct. Project Act Director, Dr. James M. Kincaid, Jr. requested an external evaluation approach similar to that used in an evaluation completed for the State of Indiana's Adult Basic Education program in 1972.

The evaluation of Project Act was carried out and reported in a manner believed most useful to the Policy Board, the Staff and the participants as they seek to improve the staff development program in HEW Region VIII.

The data and ideas for this report were available to the external evaluators because of the excellent cooperation of everyone contacted during the course of this evaluation.

In reviewing documents and records and in extensive interviews with forty (40) persons there were positive as well as disappointing things to note. The recommendations to the Policy Board are made because it is believed that prompt action must be taken to assure the achievement of a self-generating and self-supporting Adult Staff Development system that will persist beyond Fiscal Year 1975. In some instances this may require Policy Board members, Staff and Resource Team members who are not fully committed to adult education and the goals of Project Act to step aside and be replaced by others who are committed.

The external evaluators were impressed by Project Act's potential. In a democracy which depends upon a knowledgeable electorate continuing education must be available to all adults. Literacy education,

vocational and career education, prisoner rehabilitation through education and education for a life of greater leisure are but a few examples of the frontiers in this field. Adult educators in Region VIII must be prepared to meet the challenges of the 1980's and Project Act can be an instrument to bring it about.

TABLE OF CONTENTS

		Page
Preface		ii
Table of Contents		iv
List of Tables		vii
SECTION		
I	INTRODUCTION	1
II	THE EVALUATION PLAN	3
III	THE FINDINGS	6
	Part A - Policy Board	6
	Future role in the best possible light	6
	Future role in the worst possible light	7
	Outcomes of the project in the best possible light	8
	Outcomes - worst possible light	10
	Continuing impact of the Resource Team. What would help guarantee it?	11
	Additional Responses	12
	Part B - Regional Resource Teams	14
	View of future role as a team member	14
	Future role in the worst possible light	16
	Outcomes of the project in the best possible light	17
	Outcomes in the worst possible light	19
	Competencies of Resource Teams	20
	Community-Wide Programming	20
	Interpersonal Communication	21
	Individualized Approaches To Instruction	22
	Administrative Team	22
	Recruitment and Retention	23

		Page
	Additional Responses	24
	Activities	24
	The Tasks	26
	Progress Made	27
	Part C - Project Staff	29
	Future role in the best possible light	30
	Future role in the worst possible light	31
	Outcomes of the project in the best possible light	31
	Outcomes - worst possible light	33
	Continuing impact of the Resource Teams. What would help guarantee it?	33
	Additional Responses	35
	Part D - Presentation of Scaled Responses and Comparisons among Policy Board, Resource Teams and ACT Staff	37
	Role position	37
	Project outcomes for the region	40
	Project outcomes for state, school or college, and C.S.U.	42
	Resource Team perception or the achievement of specific objectives at two points in time	44
	ACT Staff perception of the achievement of specific objectives at three points in time	47
	Team priorities identified by Board and Staff	51
	Resource Team plans after June 30, 1975	54
IV	SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	59
	Part A - Summary of Findings	59
	Policy Board	59
	Resource Teams	60
	Project ACT Staff	61
	Interrelationships - Policy Board, Resource Teams, Staff	63

	Page
Part B - Conclusions	64
Part C - Recommendations to the Regional Policy Board	66

LIST OF TABLES

Table		Page
1	TYPES OF DATA GATHERED	4
2	PERCEIVED ROLE POSITION	39
3	PERCEIVED PROJECT OUTCOMES FOR THE REGION	41
4	PERCEIVED PROJECT OUTCOMES FOR STATE, CSU, AND SCHOOL	43
5	BELIEFS OF RESOURCE TEAMS AS TO ACHIEVEMENT OF PROJECT OBJECTIVES	45
6	BELIEFS OF PROJECT ACT STAFF AS TO ACHIEVEMENT OF PROJECT OBJECTIVES	48
7	RANK ORDER PRIORITIES ON USEFULNESS OF THE RESOURCE TEAMS	52
8	RANGE OF RESPONSES ON THE PRIORITIES OF USEFULNESS	53
9	RESOURCE TEAM MEMBER PERCEPTIONS AND PLANS FOR AFTER JUNE 30, 1975	55

June 1974

EXTERNAL EVALUATION OF PROJECT ACT

Section I Introduction

The purposes of Project Act as identified in the January 15, 1974 project applications are to develop:

A. An operational six-state consortium for Adult Staff Development (ASD)

B. Fully functional and systematic on-going regional and state ASD planning and programming operations

C. A multi-dimensional training capability

D. Individualized Training Programs - Models - Processes and Training Packages - Units - Modules

E. A systemized Regional Resource and Distribution Center of Training Materials, Instructional Aids, Lists of Training Sites, and Consultants, etc.

The main thrust of the external evaluation as identified in Project Act documents "will be that of appraising the degree to which Project operations and activities have been and continued to be consistent with the ultimate aim of: the development of a self-generating and self-supporting Adult Staff Development system for HEW Region VIII, which has the potential for persistence beyond Fy. 1975."

The above thrust was accepted as the guiding statement for the evaluation conducted and reported here. The evaluation was carried out by means of an initial review of Project documents followed by intensive interviews with three key groups of Project participants:

The Policy Board, the Resource Teams, and the Project Staff.

This report is presented in four sections, Section I is an introduction which identifies the purposes of the Project and the thrust of the evaluation. Section II describes the external evaluation plan as carried out. Section III presents the findings. Section IV presents the conclusions and recommendations to the Policy Board.

Section II The Evaluation Plan

Individual interviews were held with eleven Policy Board members, seventeen first year Resource Team members and twelve members of the Project Act Staff, including professional staff, Project assistants and secretaries. The setting for the bulk of the interviews was a planning and development meeting held in Denver from March 27 through 30, 1974, at which time most of the above three groups were present. Following this meeting, two Policy Board members, who had been absent, were interviewed by telephone. Of the total population of the three groups all were interviewed except two Policy Board members and two first year Resource Team members who were inadvertantly omitted from the list of members.

The interview schedule was developed in such a fashion that certain responses could be compared among the three groups, for example, the respondents' perception of the best possible Project outcomes. Other items when possible were compared between the two groups, for example, both Policy Board and staff responded as to their judgement on what would help guarantee a continuing impact of the Regional Resource Teams after June 1975. Certain other items were specific to the respondents' major role in the Project. In the case of Resource Teams they responded to a series of scaled questions on their own plans for continued participation in Project Act after June 1975.

Data gathered for the three groups are identified in Table 1.

TABLE 1

TYPES OF DATA GATHERED FROM THE POLICY BOARD, RESOURCE TEAMS, AND PROJECT ACT STAFF

TYPE OF DATA	POLICY BOARD	RESOURCE TEAMS	ACT STAFF
Future Role in the Best Possible Light	X	X	X
Future Role in the Worst Possible Light	X	X	X
Judgement as to Present Role Status	X	X	X
Project Outcomes Five Years From Now			
a) In the Best Possible Light	X	X	X
b) In the Worst Possible Light	X	X	X
Project Outcomes To Date			
a) In the Region	X	X	X
b) In Your State	X		
c) In Your School		X	
d) At CSU			X
Rank Ordering of Five Resource Teams From Most to Least Useful	X		X
The Extent to Which Selected Objectives Have Been or Will Be Achieved	X		X
a) To Date		X	X
b) By June 30, 1975		X	X
c) By 1980			X
Plans to Participate as a Team Member After June 30, 1975		X	
What Would Help Guarantee a Continuing Impact of Regional Resource Teams?	X		X
What Competency is Your Resource Team Developing?		X	
Extra Comments.	X	X	X

During the interviews notes were taken from the responses to open-end questions and thirty-five (35) of the forty (40) interviews were tape recorded to aid in the later analysis of the responses. Scaled data were of three types:

1. A standard Likert type scale with a range of from one to seven points.
2. A clock face scale with a range of zero to twelve and on which two or three responses could be recorded which related to discreet points in time.
3. A Cantril type self-anchoring scale in which each respondent describes in terms of his own perceptions the top and bottom (anchoring points) of the dimension on which scale measurement is desired.

Open-end data were analyzed from the notes and recordings. They were summarized by groups and compared when appropriate. Scaled and rank order data were tabulated and reported in table form. The mean and the range were used in comparisons between and among groups.

Section III The Findings

Part A of the findings related specifically to the responses of the Policy Board, Part B to the Resource Teams and Part C to the responses of staff. Part D presents scaled responses and when appropriate includes comparisons among the three groups on both open-end and scaled data.

Part A - Policy Board

Future role in the best possible light

The Policy Board is not in agreement of the best possible role for its members. Five of the eleven members interviewed identify the encouragement and promotions of a regional concept as their key role. These five responded with such phrases as, "To aid in establishing a continuing Board after federal funds are cut off", "to find a solution to the continuation of the project" and "to be able to exert an influence that will bring the Region together."

Of concern to three others on the Board is their belief that 1) They shouldn't be on the Board, and 2) that the board should not be involved in both strategy and administration, and if it is so involved, then they themselves should be removed or the name of the Board and its function changed. This group responded thus; "There should be no policy role for a State Director, it should be advisory instead", If it's to be policy then it should function to develop policy before an action is implemented by management", and "No

federal official is needed on the Board." Three other responses varied and included statements such as: "To be a stimulator of communication," "Offer input for policy consideration", and "strengthen adult education in my own state through regional action."

Future role in the worst possible light

There was almost total inconsistency in the Board's responses to a view of their role in the "worst possible light".

The fact that this Board is heterogeneous in its thought is clearly demonstrated by these quotations from their responses concerning their role in the worst possible light, "If I sought to develop my own program at the expense of the Region." "Many on the Board are this way now".

"Unless it deals with funding policy, then I have no time to fiddle with it."

"If we deal with management, not policy issues, It's perhaps operating close to the worst possible role right now."

"If my role led to stopping it, then it would be the worst role."

"Dealing with tangential concerns, involved in a power struggle for money."

"By cajoling, arm twisting, and bribing to get a regional program."

"If I were only concerned with getting money."

About the only consistency noted deals with the response toward a Board role that deals with money, and even with that there is a

positive and negative connotation given. Some recognize that a selfish search for funds for their own state curtails a regional responsibility while others see value in focusing on funding policy so it can be administered within solid guidelines.

Outcomes of the project in the best possible light

There is great consistency in the hoped for project outcomes identified by Board members. Nine of the eleven respondents described the best outcomes in terms of a major service to states coming from a regional center of some type. For some, a Regional Adult Education Clearinghouse is the goal. It would be on call to each state seeking help in meeting its unique needs. The Clearinghouse would be a place for a state to share its contributions with others and to secure the contributions of other states in return. The sharing could be in physical resources such as audio recording, video tapes, diagnostic instruments, evaluative materials and curricula. Sharing could be of human resources in keeping with the concept of the Resource Teams now being developed for that purpose.

For others the regional center concept was not as inclusive of total services, but included such separate bodies as a Resource Center, Regional Resource Teams, a Regional Office and Staff Development Centers.

Woven into the hoped for outcomes, on a regional basis, was a strong desire for at least one institution of higher learning in each state to develop a commitment to adult education as a field of study. It is through the achievement of this goal that the pre and in-service needs of adult education in each state can be met and,

in addition, provide a rich resource for sharing specialties of content and research among the states of the region. The universities would also be in a position to provide resources to its own state in such a way that as one respondent said, "The State Director would need administrative staff only so they could facilitate exemplary programs at the local level by collaborating in a delivery system with the university."

Of a more general nature were hoped for outcomes that identified such concepts as: a public awareness of adult education in the Region, a broad recognition of adult education, and every community would have someone responsible for local adult programming.

Over-all, the response to the question on outcomes in the "best possible light" showed the Policy Board to be thinking much alike. A series of statements made by several Board members demonstrates this:

"I would like to see a strong Regional Resource Center where local adult educators could turn to for help."

"Project Act would help each state gain a commitment to help each other state with their own best developed competencies."

"Persons now in the project would be the dominant leaders in each state adult education association."

"There would be fifteen or more Act-developed people involved full time in administering adult education in each state."

"There would be a willing and enthusiastic consortium of states with a commitment to reinforce each other's programs."

"In each state a corps of professionals to cause "good things" to exist at all levels."

"There would be at least fifteen Regional Resource Teams funded to continue the development and refining of programs."

"The users of adult education and the preparers of adult educators would be in candid, open, serious, professional discourse."

"Each state would have its own financial support for adult education."

Outcomes - worst possible light

To the majority of Policy Board members the "worst" would be going back to what existed prior to the start of Project Act. Two members responded with a pre-disaster rationalization suggesting that benefits to the Region and each state during the Project period of three years was in and of itself a benefit at least equal to the federal expenditure.

There is a general consistency among the Board members in their statements about the limitations of adult education in the Region before the project and their judgement that it would indeed, be a calamity to go back to that; but in the "worst possible light" that's what is perceived. Responses to this question include the following:

"We'll go back to our 'Little Kingdoms'; then there would be no hope for adult education in this region. There will only be islands of adult education; each state would have its 'dean types', its 'State Director types' and its 'Administrative types'. The Policy Board was this way at first, but 'types' are expendable. In the worst light, the Region would go back to that."

"There would be no carry-over, no momentum. The teams and staff would disappear into the woodwork."

"It would go back to where it was ten years ago, when adult education was insignificant at the state level."

One exception to the above views is noted because of the apparent lack of commitment or faith in the project that it demonstrates.

"It is difficult to believe that the close of the project would result in any negative effect. Really, the demise of the project would have no effect whatever."

Continuing impact of the Resource Teams. What would help guarantee it?

If all of the suggestions of the Policy Board on the factors that would help guarantee a continuing impact of the Regional Resource Teams were put into operation there is little doubt that Region VIII would become the new Model for the USOE.

One of the key words that runs through the responses is commitment. State commitment, local commitment, legislative commitment and even Policy Board commitment were repeated as respondents dreamed through this question.

A key that logically followed the commitment key was funding. Local funding, state funding, funding for a regional office, and the funding of university programs for training adult educators will guarantee a continuing impact of the Resource Teams.

The need to sell state legislators on adult education was believed essential by four Board members as they considered the funding of continuing in-service through the use of Resource Teams.

The earlier criticism that State Directors should not have membership on the Board reappeared. Three members suggested that they and the representative of USOE be replaced by others whose major

thrust is adult education, but who will not have his hands in both policy and management roles.

One respondent believes that State Directors should see to it that the teams are used during the coming year. This is in recognition of the concept that Team use is the best training they can get to develop the expertise that is essential if they are to continue.

Another believes that each college needs a full-time adult educator in a training role and still another suggests that if we somehow got rid of the USOE idea that the Southern Regional Board model was the one to follow we could "do our own thing in Region VIII and do it well".

The following short quotations from Policy Board responses demonstrate the variations in their thinking. On the other hand, these same quotations show a consistency in their direction and goals.

"State leaders need to see what's in it for them." "Paramount is funding" "A 'Mr. Adult Education' is needed in each college" "Hard money in each state" "The 'matching' concept is holding up the action" "We will have to get involved with legislators." "The only thing that will guarantee continuation is use of the teams" "The Board being committed to a regional concept" "It may be better to work together as a committed few than mix committed and uncommitted in developing a regional program." "Get the right people on the Board."

Additional Responses

"The make-up of the Policy Board should be revised so it focuses

on regionalization." "The University representatives on the Board do most of the talking, but have no impact." "The State Directors speak more bluntly but have no impact either."

"State legislators are not informed enough to agree on how or if to allocate funds." "Legislators don't know what ACT is all about." "The power structure is not committed to adult education." "It will take time."

"State directors don't have an in-depth commitment to adult education. Perhaps some have given up." "State Directors should be ex-officio on the Policy Board and persons on it should be such as school administrators in districts with a sound program underway."

"The states may have to provide quality control on the use of Teams. If a Team doesn't do the job, someone should be told." "The objectives were never clear to the Administrative Team." each Resource Team needs a person attached to it from a university or a State Department. They should not rely on C.S.U. staff. In the short term the C.S.U. tie may carry it off. In the long term, it has to be tied to each of the states."

"Perhaps the prime contractor (CSU) has done too much to get maximum long-term effectiveness, i.e.: Staff did too much interviewing of Resource Teams rather than use present Teams or consultants from other states to do it. In the end the people from the states will have to make it go."

These were the kinds of responses made when Board members were given an opportunity to add anything to their previous statements. The question that prompted the above responses was, "Now that we've

finished the interview, were there any questions you expected me to ask that weren't asked? If so, what were the questions you expected and how would you answer them?"

A summary of the responses to this search for the unanswered questions shows the following: Eight respondents made comments on the make-up and the commitment of Policy Board members, four spoke of legislators and how to reach them or how they were not being reached, three focused their remarks on State Directors and their tasks and problems, three directed their remarks toward the Teams and other remarks included those on Central staff, USOE, adult education in general and states trying for a free ride on federal dollars.

Part B - Regional Resource Teams

View of future role as a team member (looking at the role in best possible light)

Resource Team members used words like "consultant-coordinator", "facilitator", "teacher trainer for teachers, tutors, and paraprofessionals in adult education", and "synthesizer" to describe their role.

The tasks involved in these roles were of sharing knowledge gained and thus insuring a multiplier effect, by bringing solutions to problems at the local level, and of educating educators in a field where many teachers do not have formal training, or are often isolated and working in a vacuum. Clearly they viewed their helping and sharing role as important. One participant stated that he had joined Project

ACT from what he termed the "selfish" motive of wanting to better prepare himself for his job by seeing what other community programs were doing. He had adjusted his perception of role as a member of a Resource Team to doing this for other programs as well as his own.

There were differences in the degree of confidence expressed in carrying out these roles. One expressed confidence in helping other people as a result of expertise gained in solving real problems, but was less confident about advising solutions which had not personally been tested and tried. Another wanted to deal with problem solving "where I have talent and knowledge", but was apprehensive of being asked to tackle an area where he might not be prepared. One person identified knowing "needs of programs" as being the greatest question about the sharing role for him. "Once the need is isolated and described, I can go ahead and bring together solutions and organize workshops, confidently."

One Resource Team which had a clear task in mind for their group felt that the teams were problem-solving-facilitators and that in a specific area "where everyone realizes a problem exists such as recruitment" the team should study the problem in depth, devise a presentation and materials that present a solution, and then go out and help local programs. This group, using the adoption process, as a basis for solutions had progressed to the problem of "how" to pass on the information to others.

The actual transformation of the individual into an effective, contributing team member was also a concern. The role of being a strong team member and being both supportive and adaptive was mentioned

by a number of individuals. On one team, three members were adapting by filling in for an absent member of their team.

One Resource Team member perhaps summed up the role of the Resource Team member best when he equated the role to that of a master teacher.

"Teaching in general is organizing information and presenting it to others. A Resource Team role is that of a synthesizer to prepare oneself and help others."

Cognizant of the knowledge they as individuals are gaining in the specific areas of their individualized training, it was encouraging to note that all the individuals interviewed mentioned specifically the "sharing and passing on of knowledge to others" as being of utmost importance in their role as a team member.

Future role in the worst possible light

Every team without exception expressed the fear that they might "prepare" for their team role but never "perform". The major cause of unease was what one termed the "tenuousness" of their team role due to the approaching end of federal funding. If funding ends and the Policy Board does not devise a way of continuing the Resource Team, the role will end.

There was some concern that duties on the job might make the scheduling of the Resource Teams difficult, and some fear of being solely responsible as a lone individual for the work of a whole team. This might happen, some felt, if the regional concept were lost and states asked individuals with expertise to do the whole job within

their state. This, some felt, would be bad because it is important to "get away from the narrow state focus and deal with regional concerns and broader solutions". Another person had an opposite view and thought that State Resource Teams could be used and be equally effective and less expensive.

There was concern that the individual role of the Resource Team member might be restricted at two points--In the initial stage by "too diffuse" a team effort in which individual members lacked a clear view of their role, and later, if the role became static and presented no new challenges.

Finally, there was concern that "we will continue to plan and deal with hypothetical issues and not get to real problems". That there would in fact, be no "hands on" contact with communities.

Outcomes of the project in the best possible light

Five years from now this region could have the finest trained, most professional group of adult educators in the country; fragmentation and segmentation of adult programs could cease; a uniform and supportive system of state funding could be worked out; a self-perpetuating staff development program could be a reality.

As Resource Team members looked at the future, only one individual found it impossible to see this panorama with a regional horizon--this person saw these things happening at best on a state level, but with some regional cooperation possible.

For those who felt free to imagine the best, unencumbered by doubts, there was a general view of the field of adult education

expanding unhampered by funding problems which would be worked out as a result of Project ACT. The response of communities and individuals to the adult education concept would be in terms we can only begin to picture now, for it would come as a result of general public awareness of this effort being the real answer to the rapid changes occurring in society.

New programs, expanding enrollment, and effective professional staff would be the result of the efforts of the Resource Teams which would be so organized that all local programs would have contact with them. The mechanics of the process would be developed and the operation would be running wide open on well-oiled bearings. Isolation and fragmentation of adult programs because of lack of communication and contact with outside stimulation would cease.

State-wide and region-wide staff training efforts would be a continuing reality carried on by sixty (60) or more Resource Team members. The Clearinghouse for the resource teams would be a continuing resource center where dissemination of information, collection of data, and formulation of reports would occur. The program of training team members by the Individualized Training Programs would have progressed to the point of being recognized by state universities and colleges as an accredited internship program for which college credit would be given.

Some of the dreams are not in the future, they are now, as one individual put it, "It's already happening--things that people in this region have been trying to make happen for the past ten years are happening. I see an aroused enthusiasm about adult education both at

the college level and in local programs".

Outcomes in the worst possible light

A descending scale of concern over future outcomes was apparent in the responses of team members to expressing worries about the future. Hovering over all was the major fear that the funding problems and the mechanics of the Project would not be solved and that as one participant put it, "Project ACT would just disappear in a puff of smoke".

Most serious on the scale of concern were the fears that termination of the Project might cut the lines of communication of adult educators in the region and that the shock waves would in turn hurt state organizations. "Things would be worse than they were before."

Another dire thought was that because some would view the Project as money wasted, that it might jeopardize future funding of staff training projects.

Further down the scale of seriousness of outcomes were the views that termination of the Project would leave the region much the same as it has been. "There would be no agency for the spreading of knowledge, or training personnel, or keeping the concept of adult education expanding." "People will go back to doing their own thing as they have in the past with no leadership nationally and regionally, and with what there is at state level, fragmented." Adult educators were viewed as a "wild independent breed" who need the cohesive force of strong leadership.

The least concern for a future without the continuance of ACT was

expressed by several Resource Team participants who felt that much good has already accrued from the project:

- Adult educators in the region have been brought together and hopefully their communication will continue.
- Individual programs have been improved and strengthened.
- Knowledge and professionalism has been improved among participants and will continue to bear fruit.

Besides the major concern for the life of the project, a few expressed fear that lack of commitment on the part of some Resource Team members might cause them to drop out or to fail to fulfill their role.

Competencies of Resource Teams

The competencies being developed by the Resource Teams were discussed when in the course of the interview team members were asked: "What competency is your Resource Team developing? Be specific." Responses of all team members interviewed are combined in a general statement for each team.

Community-Wide Programming The competency which three Resource Team members saw was a broad one covering all five steps in community programming for adult education:

_____Needs assessment

_____Planning

_____Development of programs

_____Implementation

_____Evaluation

Their goal would be a model, outline, or guide which could be developed for use in communities and which could be the basis of a team presentation. Work on developing a technique and perhaps a questionnaire to be used in needs assessment in small communities is underway.

A program planned by one team member with visuals to show how "with given resources you can put together a program based on the real needs of people utilizing facilities, materials, and personnel available" was part of the presentation given at the March meeting. The area of program evaluation is also being developed. One team member stressed the competency to work as a team and to use their knowledge, experience, and skills collectively and supportively.

Interpersonal Communication Four team members expressed satisfaction that a competency already developed was that of working together collectively with "ability to give and take", and of being "each-other oriented".

Their approach to interpersonal communication is directed toward working with groups to enhance communication among group members. They asked for, and received the task of handling interpersonal communication at the March conference.

At the opening meeting, which the evaluators were able to attend, the game approach was used to "break the ice" and to get people to open up to each other. This was effectively accomplished using a small group process. Individuals made statements about themselves which they felt highly significant and then actually wore these statements on a nametag.

They were then questioned in depth about the statements by fellow members of their small group. Another game stressed a learning experience on the importance of cooperation in getting a job done.
The hope of this Resource Team is to provide learning experiences, improve skills of observation in others, and to give ideas and tools to other leaders for use in their own programs.
They are confident they have developed a team form of action and are able to "translate exercises into explicit outcomes".

Individualized Approaches To Instruction This team sees their competency development directed chiefly toward reading instruction and English as a second language (ESL).
The team is generally working for competency in the following areas:

_____Needs assessment

_____A methods and techniques framework

_____Learning to use performance objectives in evaluation

They hope to work on pre-testing and post-testing techniques, pull together learning packets, and disseminate information about some technical skills such as developing informal reading inventories, and using readability techniques for assessment of materials. "We want to become proficient in the teaching skills in order to make others proficient."

Administrative Team Using the general administrative principle that good administration is wise use of resources, one team member of the two interviewed, had little doubt of the team's ability to apply their knowledge to the problems of individual programs once those

program's needs were identified.

They visualize working with administrators in organizing resources, clarifying the decision-making role, and delegation of authority.

At the March conference the presentations of one member of the team dealt with personnel management, democratic style; personal creativity and flexibility; and organization of effort. The other team member presented information on proposal writing and an individual task-time orientation.

Recruitment and Retention This team is working on the basic problem of non-participation. They are attempting to develop competencies in dealing with the problem and then presenting suggested solutions at the local level both at workshops and perhaps through multi-media channels.

Taking the five areas of the adoption process as a model: interest, awareness, evaluation, trial, and adoption--each may be applied in problem situations to suggest a course of action to bring students into programs and keep them there.

Both a "before" and "after" dimension is added to the presentations this team plans to make. A questionnaire will be used to help pinpoint problems in the area where the presentation is to be made. A training-package will be developed to leave information with the program after the presentation is made.

Although recruitment and retention is an area which crosses over into administration--and in fact into all other team areas, the specific plan of this team is to concentrate on the adoption process and the

use of the principles for action which it contains.

Additional Responses

These comments by Resource Team members about Project ACT and their participation in it, came largely at the end of the interview in response to the query, "Is there anything you wish to add"--or "Were you prepared to give an answer to a question we did not ask? If so, what was it?"

A few of the comments came as part of other responses, particularly while the scaled responses were being marked.*

Activities One participant came prepared to rank order the activities designed into Project ACT in terms of value to him. He placed them in the following order, highest first:

1. Participation on a Resource Team. Working in a problem area with other professionals to gain and disseminate knowledge helpful to others was ranked as very important.
2. Opportunity to visit other programs to see what others in the field were doing was also highly ranked.
3. Attending workshops was less helpful but still worthwhile.
4. The Incividualized Training Program (although excellently carried out by the staff) seemed the least helpful. The participant said that for persons in

*(The editorial "he" is used in all cases)

demanding jobs there simply is not time for extensive reading--"We are innundated with material and have no opportunity to read it." He believed that there is more commitment possible through participation than through independent study and reading.--"It is the difference between direct and vicarious experience."

Others admitted that while they felt the dedication of the staff to the Individualized Training Program was outstanding, that time was a problem, "I personally have been too busy to take advantage of the materials." Another person had made a bibliography of references in the hope of reading the materials later. One person when asked about continued participation in Project ACT, specified that he would like to be on the Resource Team, but not in the training portion of the program, that after being a graduate student for a long period of time, actual involvement in community programs seemed more worthwhile.

On the other side of the coin one person specifically noted "this is the first educational program that really addressed itself to my needs." (This person described himself as an avid reader) Others mentioned the personal attention to their problems and needs by the staff--the many phone calls, the encouragement, and "being listened to". "I'm very pleased with the Individualized Training Program and the materials they send", another said, and added, "The trips to other programs and to workshops undergird the reading done."

Although one individual saw the Individualized Training Program as being able to provide experiences not available in a college class-

room--at least one person wanted to supplement his training program with a college credit course in the area of school finance and school law. Others mentioned the fact that since our system requires educational credentials that they felt college credit should be given for all the work done in Project ACT, perhaps in some type of internship arrangement.

This is what one individual said, "I'm unhappy there is not credit for what we are doing. Individuals are putting a lot of experience into the effort and are receiving a lot--but as far as the world is concerned this doesn't signify anything.--Many are working toward degrees and if the money spent on workshops could instead be spent on an internship where I could follow someone around who has the expertise I would like to have, it would be money better spent."

Perhaps the remark, "College credit is very much the way we have to go" which was made by still another participant summarized the thinking of a good many others.

The skill and dedication of the Project ACT staff was never questioned, in fact, it was almost unanimously applauded, but the doubt was present as to the wisdom of Individualized Training Programs that did not carry college credit.

The Tasks "Good Resource Teams' performance will give credability to Project ACT" was the way one individual assessed the importance of the Resource Teams. A majority seemed to give the strong emergence of the Resource Team concept credit for putting the Project on track, but this did not stop their questioning of the mechanics of getting a team presentation together.

One person stated that their team had only met twice and that they had not yet seen one of the members of their team. This missing person was still missing at the present conference and the three members of the team were rapidly attempting to plan how to cover all of the areas of the presentation without him.

Another team mentioned the "dropout problem". They had begun with five individuals and were now down to two. One of the five was still officially participating and when contacted by phone explained that pressing problems on the job had prevented his attendance, but that he was eager to take part when he could.

Besides scheduling problems some teams both expressed and hinted that their team focus was illusive. "Too diffuse a task" was the way in which one person saw the problem. He attributed the absence of the missing team member to this situation saying, "he doesn't understand what we are supposed to be doing."

One person, when asked about his confidence in putting on a workshop, replied that they could do so easily when he knew the needs of the program they were asked to help.

It seemed apparent in comparing the responses on the competencies being developed by each team that where the resource team had recognized a real problem area and could address itself to it, it was forging ahead with confidence, but where the "diffuseness" of focus was still a problem, coordination of effort was still impeding progress.

Progress Made Involvement rather than the passive role of study seemed more satisfying to most Resource Team members and seemed to

provide a yardstick for judging progress.

Many agreed with the expressed view of one person that the Resource Team concept has made Project ACT "gel". Several persons noted the difference in attitude in the March, 1974, meeting as compared to that of participants at the workshop held in June, 1973. One person stated, "You didn't know where you were going (last year). Things have started to fall into place. I was confused, I'm not used to unstructureness". Some other opinions were:

"I am pleased at the progress of the Project in the last few months. I believe it's beginning to click."

"This workshop is much more relevant than the first was--This time everyone is involved and I've learned more."

Even though there was general satisfaction with the progress Project ACT is now making, some still saw the functions of ACT as a state training operation rather than a regional one. One participant felt that a barrier to full regional implementation is "lack of trust of government projects" and the philosophy especially prevalent in the West that self-reliance is important and that "we have to solve our own problems".

Others seemed to feel strongly that the narrow state view hampers progress and that the regional approach is important because:

1. It puts professional people in touch with persons with like responsibilities in other states.
2. Because State Directors are too overburdened to do the staff training that the excellent staff of Project ACT is doing.

One participant who believed firmly in the regional approach and

who is a doctoral candidate in a graduate school, as well as being actively employed in adult education, when asked to comment on the Project ACT said,

"I could go on for an hour and all my feelings would be positive about Project ACT. I would never have been able to partake of the exposure and training I have had. So many experiences cannot be taken at a university in a classroom--they must be experienced in the field." (He specifically referred to a trip to Flint, Michigan, to see the community school concept). "There are only two or three other individuals from my state who have the type of position I have and who can share my experience. It's good to have the opportunity to speak to those who have similar problems--to base your performance against someone else's."

He concluded by saying, "I have found in talking to these others that we have similar difficulties--the commonality is remarkably the same."

Statewide, or regionwide, or nationwide, the problems that face adult educators are basically the same. Perhaps it is in recognition of this commonality that the next stage of achievement for the Resource Teams can be made.

Part C -Project Staff

The central staff of Project ACT prides itself on working as a team. It is characterized by attempting to involve part-time and full-time employees in the ongoing operation of the office and to treat all employees as equals, regardless of their role. It is from this base

that the staff was interviewed and the data summarized. Project Director, full-time professional staff, limited-time professional staff, graduate assistants, and secretaries are part of the team and it is the responses of this team of twelve that are reported here.

Future role in the best possible light

The views toward "future role in the best possible light" shows a very consistent positive regard for deep involvement in the Project on the part of the majority of the staff. Six respondents seek to be more deeply involved in Project development as noted here. "I want a challenging development role in the Project." "I'd rather be in on the inner core of planning than follow last minute orders." "I wish for a role of mutual trust and development with other staff and Policy Board." "Freedom to develop on my own." "A role of challenge and creativity." "I prefer an expanded role." and "I prefer an expanded role in Project development."

Four staff members want more responsibilities than they now have. "I want to be in on it." "I want more responsibilities on programming and workshops." "More contact with learners in the Individualized Training Programs." "A role of expanded responsibility."

Three members identified very specific roles in relation to their own expertise of community education and evaluation while two additional members saw their present role as already being "the best possible". One member wishes for a role that would involve more cooperation between staff and participants on important aspects of Individualized Training Programs and Resource Teams.

Future role in the worst possible light

Staff member fears as to the "future role in the worst possible light", though with a negative twist, were consistent with their thinking on their role in the "best possible light."

Three staff members saw the "worst role" as being one where they would be "reduced to taking orders". Two were concerned about "not being used; not being involved in the operation", and "not being a team member". Two others would see their role at its worst if they or other staff didn't have the time to do that which they perceived as important as noted here; "Too much to be done with too little time to do it before the project runs out". and "If my role got the 'closed door' treatment from other staff as per 'I'm too busy'." Two others tied their response directly to the specific task for which their competency was sought initially: "No chance to study and observe the operation," and "If I weren't allowed to come in contact with the "real people" of the Project (Individual Training Program users, Resource Teams, etc.)

Outcomes of the project in the best possible light

"There would be a fantastic generation of expertise."

"The face of adult education would change in the Region."

"The undereducated would be eliminated in the Region."

"The regional community will continue on its own without external stimulus."

Are such outcomes "in the best possible light" but dreams or are they realizable goals toward which the work of the Project ACT will

contribute? All of the staff members had no difficulty dreaming of outcomes in terms similar to those listed above. Several, however, seemed a bit reluctant to stop with that and raised their own kind of questions that indicated reservations.

Five respondents identified their outcomes in terms of structure by saying, "There would be a six-state Regional Consortium, working together for staff development," "An adult staff development system will be developed", "Perhaps a Secretariat Type Center to keep them coordinated with a minimum of financing at the Secretariat level", "Each state will be contributing to a Regional "kitty", "There will be a working consortium that would really link local Sounding Boards, State Strategy Boards, and The Policy Board together. There would be an administrative office someplace with an Executive Director and a small maintenance staff to maintain a Regional Resource Center to keep the Resource Teams continuing. A Central Office could be on a cooperative basis with limited hard dollars from each state. The teams would be paid by state and local funds as they are used." "A self-sustaining staff development program."

Four staff members tied their best possible outcomes to the process of working together more closely. Their comments were sometimes stated in such terms as; "Units would work together to become self-sustaining teams, would help each other survive and progress." "A core group would be formed with support and motivation." "Resource Teams will be reaching a majority of those who need their expertise from local, state, and regional level. All six states will be cooperating.

Other staff see the best outcome in the numbers of trained people

who will be available to serve adult education in the Region. They said, "There will be many trained people whose new leadership will be used throughout the states." "The Resource Teams will be effective and used." "Twelve to fifteen teams will be operating".

The two bits of reluctance to the optimism expressed were; "A sense of community will be developed among participants rather than the present sense of confusion.", and "The assumption that a regional project is more efficient than the states alone may not be tenable".

Outcomes - worst possible light

There was almost complete agreement in that the "worst possible light", the Region VIII's staff development program would regress to its status prior to the establishment of Project ACT. One respondent perceived an even more disturbing outcome when he said, "The Project would have caused a reaction counter to adult education."

The move back to pre-ACT days was expressed in these terms, "The work done would not be utilized. We'd go back to 1971." "Little groups working alone. The Projects' impact would wither away." "No one but the present participants will remember it. Just another project." "Apathy will take over and it will go dead", and "We'll be back where we were two to five years ago, six states will be operating autonomously. There will be little staff development and what exists will be fragmented."

Continuing impact of the Resource Teams. What would help guarantee it?

"Commitment"--this is the word repeated throughout the interviews with the staff as they responded to the question on the continuing impact

of the teams. The focus of that commitment was to be in the State Department of Education. Although the project staff may at times criticize State Department leadership in the project, they are totally convinced of the power for educational improvement that rests in that office.

"The key is the State Department.", says one.

"The State Departments must believe in and be committed to a regional approach.", says another.

But it isn't only commitment of State Department that will continue the Project in the eyes of the staff. Also needed is a "commitment on the part of the ACT organization itself--the Policy Board, the State Strategy Boards, and the Local Sounding Boards." "And we don't even have a full stable of Boards," one staff member commented, "We don't even get the backing at CSU."

There is a second, just as often repeated, response of the staff on continuing impact and that is <u>use</u>. "The teams will need to be utilized in a variety of situations by the end of the Project. To be successful the work of the teams must meet needs of both team members and the groups they serve. The communities need to be involved and ask for the teams to help them. The action will speak for itself. If they do well they will be wanted and paid, that's the 'test'."

Other comments included, "Extensive use to the Resource Center", "Utilization of teams with hard dollars", "Resource Team programs on call", and "The Policy Board will need to see what a Resource Team can really do in their own state."

The third response of a large group of staff is that of State

Department leadership. It is seen as essential to continuation of a regional thrust and the staff believes it is needed. As with the Policy Board itself, the several staff believe that membership on the Board by State Directors dulls their leadership potential on the Project. One respondent said, "We need an altered structure for the Policy Board, one that's truly representative of adult education in the region. This would involve some program people and some power people who have touch with money. State Directors would be in a support role."

In comparing State Department leadership with that of universities' professional staff one person said, "The State Department must give the leadership. The universities wouldn't have the funds even if they had the commitment and the leadership."

Other guarantees of continuing impact noted were: in-service training for teams, a sound central organization, financial support from any source, use of Individual Training Programs, more involvement, more personal contact with teachers and adult education administrators and more information on the Project available to users and legislators.

Additional Responses

When asked to respond to questions which the interviewer might have asked but didn't, the staff concentrated their remarks on the Policy Board and on the Resource Teams and made a few comments on staff organization, legislation and evaluation.

Responses related to the Policy Board centered on its make-up, its vision, its commitment, and its need for training. The response

of one person, in a rather free flowing conversation, tend to summarize the comments of several. "Has the Policy Board been structured properly? Administrative and policy matters should not be mixed. Professors are in no position to direct funding. State Directors shouldn't have to make policy and then direct the funding. The Board should have been Deans and Chief School Officers and legislators. They should be those with commitment rather than those just having the role. The Board needs people with a wider vision than are now on it. They are parochial in their thinking. The Board should be trained in "boardmanship". When training comes up, they take flight. It should have a tough but productive relationship with administration. The present Board won't dismiss itself until the funds run out. Some don't know the difference between policy and administration. Some Board members seem to be highly threatened. Team training threatens them because the teams are becoming more competent than the Board. The teams are loaded with competent people and the Board knows it."

In the same openness, the above respondent had a vision of better things to come. "A new Board could concentrate on policies related to: 1) finances, 2) training, 3) public relations. Some Board members know how to operate but the rest of the Board keeps them shackled. A new make-up and clarification of policy and administrative matters can change that."

Additional references to the Board were: "The concept of a self-sustaining system is beginning to hit the Board." "The Board is dedicated to adult education or it wouldn't have stayed this long."

The Resource Teams, in the eyes of the staff, appear to have the

best potential for maintaining the regional concept of staff development in Region VIII. Concern was expressed that the teams started too late in the Project as stated by one member, "They should have had a full three years to get the ball rolling." Other comments were, "The team concept will break down the state lines.", "Teamwork at all levels, will make the goals clear at all levels", "Present teams are still learning. There's something there for them." "We need a better screening method for teams because some are not really committed." "The 'good feeling' of the teams rubs off on the Board."

Other "open" inputs related to the need for more detail on staff assignment on the operations of the Project within C.S.U., getting the word on the Project and on adult education to state legislators and a greater emphasis on external, rather than internal evaluation.

Part D - Presentation of Scaled Responses and Comparisons among Policy Board, Resource Teams and ACT Staff

The Board, teams and staff provided objective responses as to their perceptions of roles, achievement of objectives and other matters. In part D these responses are presented and compared when appropriate to do so.

Role position

Table 2 identifies the perception of their March, 1974 role position by the Policy Board, the Resource Teams, and Project ACT staff. The position of each person was achieved by using a self-anchoring scale which required that each respondent first identify his future role in the "best" and the "worst" possible light. Only

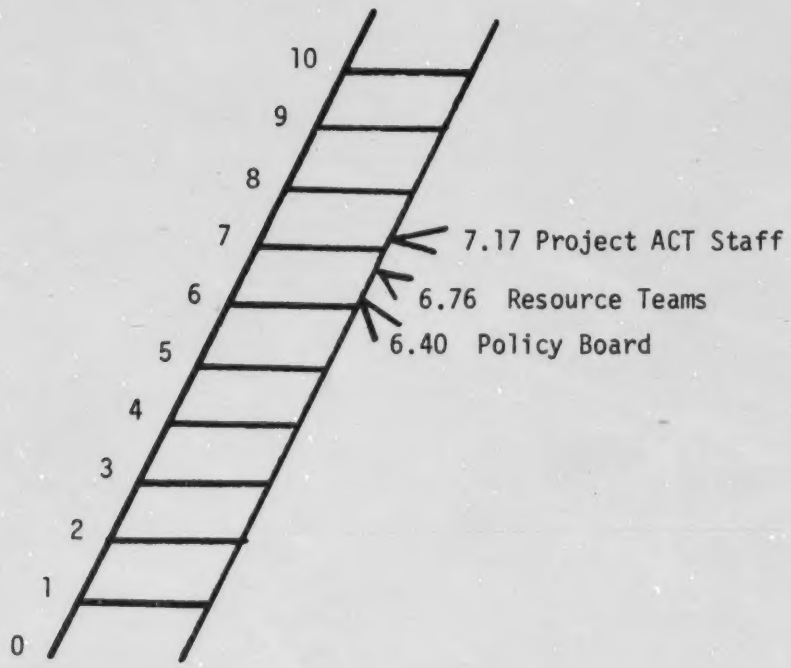
then was he asked to make a decision as to the status of his present role. This was done on a ladder type scale, ranging from 0 to 10. The choices as to present role position for each group were then averaged and it is this figure that is noted in Table 2.

The role positions noted in Table 2 indicated a reasonably close clustering of the perceptions of the three groups, with all means above the halfway point of the ladder. The means of the groups varied from 6.40 to 7.17. The Project ACT staff demonstrated the highest mean and the Policy Board the lowest.

The raw data from which the means were extracted were also quite similar. The Board and staff responses ranged from four to ten while the teams ranged from two to ten.

TABLE 2

THE PERCEIVED ROLE POSITION (MARCH, 1974) OF THE POLICY BOARD, RESOURCE TEAMS AND ACT STAFF ON A TEN STEP LADDER WITH TEN REPRESENTING THE ROLE IN THE BEST POSSIBLE LIGHT AND ZERO REPRESENTING THE ROLE IN THE WORST POSSIBLE LIGHT.



*The range of the perceived role positions by group were:

Policy Board	4 to 10
Resource Teams	2 to 10
ACT Staff	4 to 10

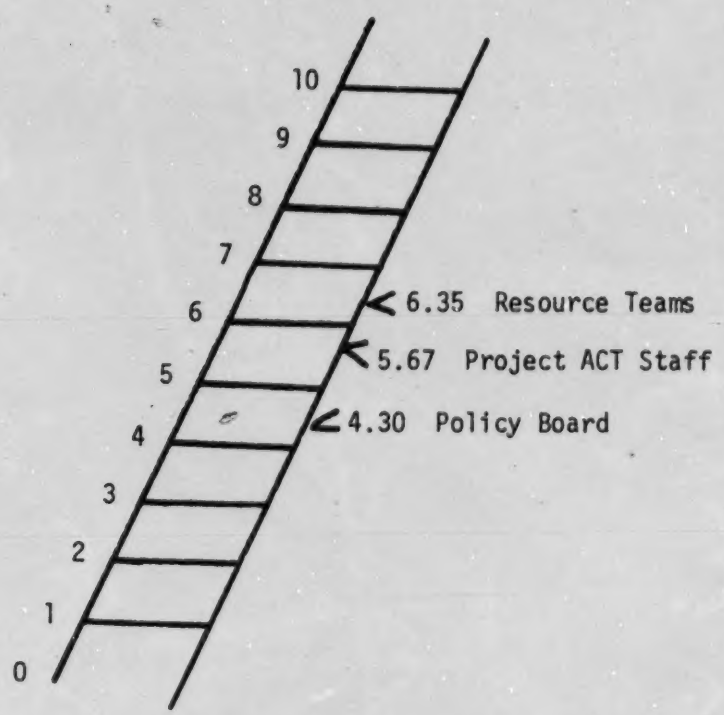
Project outcomes for the region

Table 3 identified the perception of Board, Teams and Staff as to project outcomes in March, 1974. A self-anchoring ladder type scale ranging from zero to ten was used with zero equal to Project outcomes in the "worst" and ten equal to outcomes in the "best possible light".

Average perception of outcomes for each group were noted. In this instance the outcome means were all lower than the role means in Table 2 and there is considerable difference in the position on the ladder between Board and the Teams, 4.30 and 6.35 respectively. ACT staff's perceptions of outcomes at 5.67 is closer to the perception of the Teams. The fact that Policy Board perceptions of outcomes have not achieved the mid-point of the scale is noted. Although range in responses are more alike than different, Table 3 demonstrates that the Teams ranged to the top of the scale (10), while Board and Staff topped at seven (7).

TABLE 3

THE PERCEIVED PROJECT OUTCOMES FOR THE REGION AT THE PRESENT TIME (MARCH, 1974) OF THE POLICY BOARD, RESOURCE TEAMS, AND ACT STAFF ON A TEN STEP LADDER WITH TEN REPRESENTING PROJECT OUTCOMES IN THE BEST POSSIBLE LIGHT AND ZERO REPRESENTING PROJECT OUTCOMES IN THE WORST POSSIBLE LIGHT.



*The range of perceived outcomes for the region by group were:

Policy Board	3 to 7
Resource Teams	3 to 10
ACT Staff	3 to 8

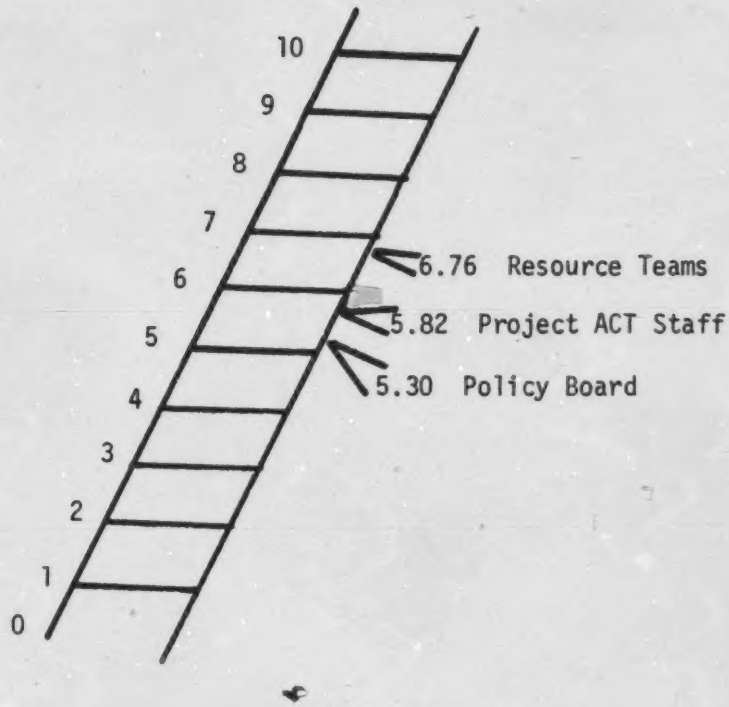
Project outcomes for state, school or college, and C.S.U.

Table 4 shows the perception of Project outcomes when each respondent used his state (Policy Board), school or college (Team), or CSU (staff) as the base for judging March, 1974 outcomes. As in Table 3 the rating of the Resource Teams is the highest, 6.76, of the Staff next at 5.82, and the Board again gives outcomes the lowest rating of the three groups at 5.30.

The range in response is great for all three respondent groups. Three to eight for Board, three to nine for Teams, and an even greater range for Staff from two to nine.

TABLE 4

THE PERCEIVED PROJECT OUTCOMES AT THE PRESENT TIME FOR THEIR OWN STATE BY THE POLICY BOARD, FOR CSU BY THE ACT STAFF, AND FOR THEIR OWN SCHOOL OR COLLEGE BY THE RESOURCE TEAMS.



*The range of perceived outcomes for state, CSU, and school or college by group were:

Policy Board	3 to 8
Resource Teams	3 to 9
ACT Staff	2 to 9

Resource Team perception of the achievement of specific objectives at two points in time

Table 5 lists four objectives of Project ACT and places a Resource Team rating as to the achievement of each on a scale of zero to twelve. The initial interview reference point was on a clock face scale, showing no achievement at 0:00 hours and total achievement of the objective at 12:00 hours.

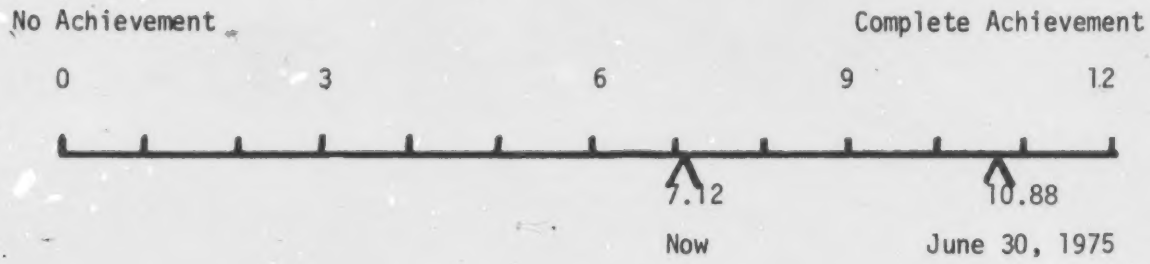
Examination of each of the four scales in Table 5 showed that the achievement of each objective as of March, 1974 was above the mean (6) in all instances, but they were concentrated in a narrow band between 6.76 and 7.65. There was a broad range of responses to each of the scales ranging from three to eleven for objectives one and four. Thus, where one respondent believed that the movement toward the objective had just begun (3 o'clock), another believed it almost totally achieved. With teams at various stages of development at the time of the interviews it is highly likely that this phenomenon could occur and be entirely valid.

When asked to peer into the future, a far smaller range occurred. For objectives two, three, and four, the range was eight to twelve. The teams displayed great optimism as to their belief in the achievement of the four objectives by the end of the Project in June, 1975. The lowest rating was a high 10.06 for the objective (2), "The capability to use a training unit to meet the competency needs of adult education in the region," and the highest rating was 10.88 for the objective (1), "The capability to use a training unit to meet the competency needs of adult educators in your state". The others,

TABLE 5

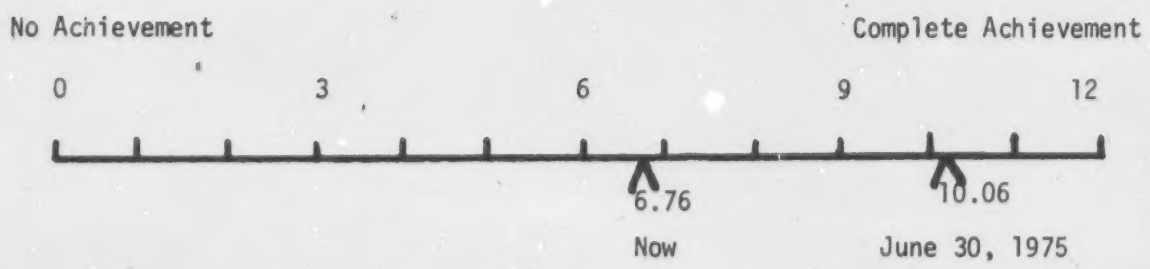
BELIEFS OF RESOURCE TEAMS AS TO THE ACHIEVEMENT OF PROJECT OBJECTIVES AT TWO POINTS IN TIME.

(1) Objective: "The capability to use a training unit to meet the competency needs of adult educators in your state."



Range 3 - 11, 9 - 12

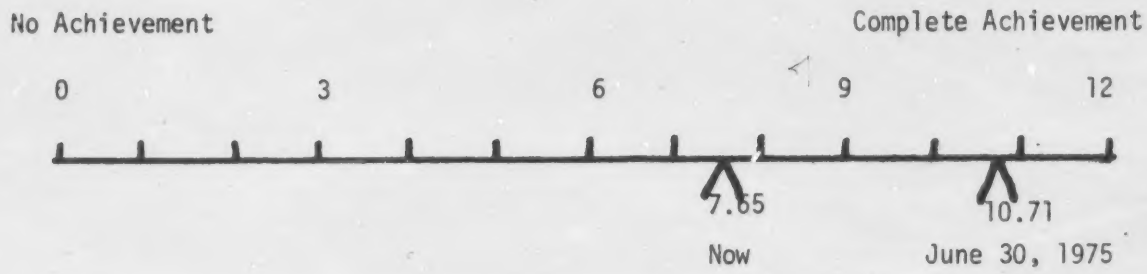
(2) Objective: "The capability to use a training unit to meet the competency needs of adult educators in the region."



Range 4 - 11, 8 - 12

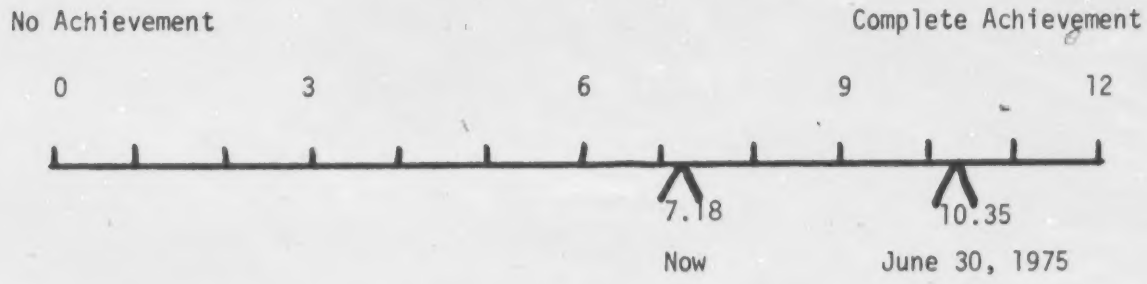
TABLE 5 (con't)

(3) Objective: "To develop skills in the role of organizational problem solving."



Range 4 - 11, 8 - 12

(4) Objective: "To develop skills in the role of learning specialist and 'master' instructor."



Range 3 - 11, 8 - 12

number three (3), "To develop skills in the role of organizational problem solving" was rated 10.71 and number four (4), "To develop skills in the role of learning specialist and 'master instructor'" was rated 10.35.

ACT Staff perception of the achievement of specific objectives at three points in time

Table 6 lists four objectives rated as to achievement by the central staff of Project ACT. These ratings are also on a scale of zero to twelve and as in Table 5, refer to an initial placement of the achievement on a clock face.

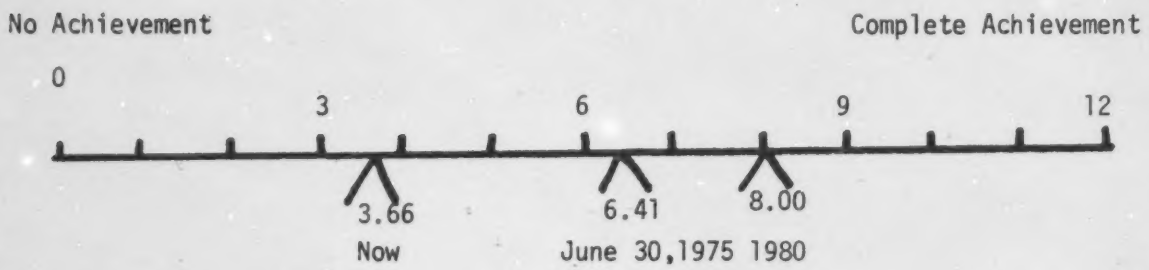
Examination of each of the four scales showed a perception of present achievement that had only begun, noted by means of 3.66, 3.08, 2.33, and 2.83 on the scale. Objective one (1) "To operationalize these three components (Regional Policy Board, State Strategy Boards, and Local Sounding Boards) as a vertically linked system for adult staff development, training, program planning, implementations, evaluation and coordination" carried the highest mean rating. Yet the range of responses to this objective, by the staff, was zero to nine. It had a flat but bimodal response pattern, with three responses each at point two and point six on the scale.

Objective two (2), "To develop participant capability to provide meaningful adult staff development (training) experiences for their colleagues--locally, state-wide, and/or region-wide as appropriate" had a mean rating of 3.08 by staff for its present (March, 1974) achievement. The response pattern was somewhat flat but approached a normal

TABLE 6

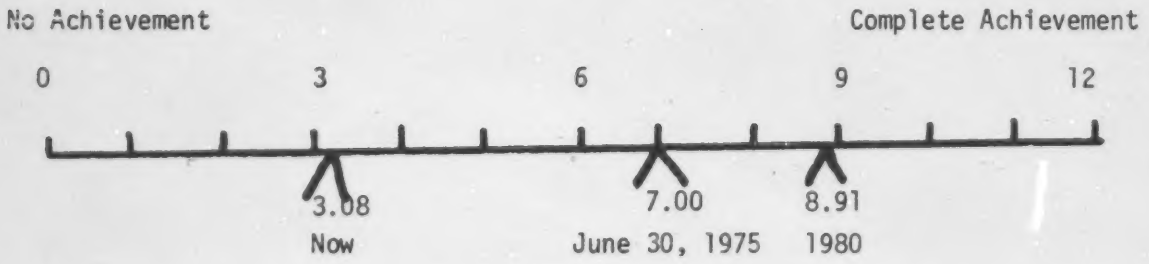
BELIEFS OF PROJECT ACT STAFF AS TO THE ACHIEVEMENT OF PROJECT OBJECTIVES AT THREE POINTS IN TIME.

(1) Objective: "To operationalize these three components (Regional Policy Board, State Strategies Boards, and local adult education Sounding Boards) as a vertically linked system for adult staff development, training, program planning, implementation, evaluation, and coordination."



Range 0 - 9, 1 - 12, 1 - 12

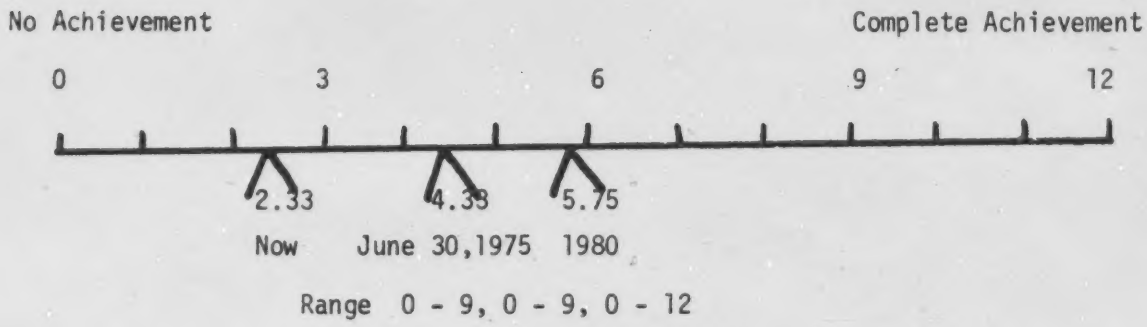
(2) Objective: "To develop participant capability to provide meaningful adult staff development (training) experiences for their colleagues--locally, state-wide, and/or region-wide as appropriate."



Range 0 - 8, 3 - 11, 5 - 12

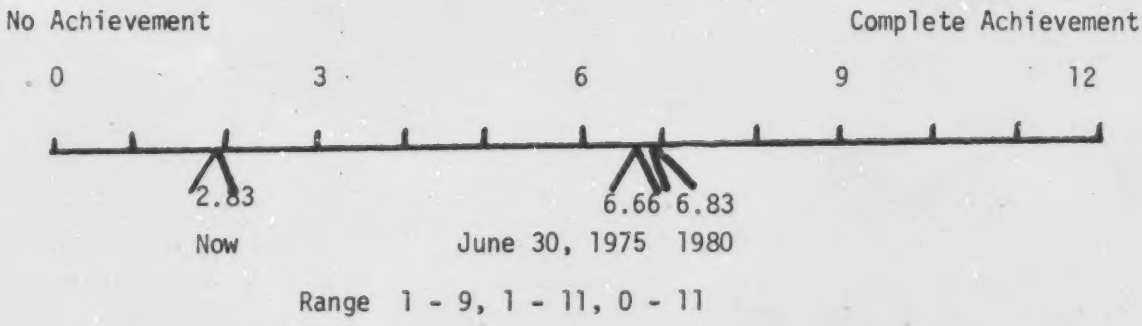
TABLE 6 (con't)

(3) Objective: "To obtain commitment of the State Department and an institution(s) of higher education in support of a team of trainer-leaders (at least one position in the State Department and one representing higher education)."



Range 0 - 9, 0 - 9, 0 - 12

(4) Objective: " . . . is designed to serve as a catalyst in Region VIII for the development of a self-sustaining regional adult staff development system."



Range 1 - 9, 1 - 11, 0 - 11

curve with the mode at point three (three o'clock).

Objective three (3), "To obtain commitment of the State Department and an institution(s) of higher education in support of a team of trainer-leaders (at least one position in the State Department and one representing higher education)", brought the lowest mean response from the staff. In this instance the response curve is skewed to the left with a mean of 2.33 and a mode of zero (0) on the twelve (12) point clock face scale. Although the range was zero to nine, only three of the twelve respondents rated the achievement of this objective above three on the scale.

Objective four (4), " . . . is designed to serve as a catalyst in Region VIII for the development of a self-sustaining Regional Adult Staff Development system" received the next to the lowest mean rating of 2.83 for its achievement by March, 1974. The range in response was one (1) to nine (9) with a mode of two (2). Only four (4) of the twelve ratings were above three (3) on the clock face scale.

The perceptions of the ACT Staff as to achievement of each of the four objectives by June, 1975, was considerably higher than it was for March, 1974. The mean rating for objective one (1) "operationalizing the Boards" was 6.41, for objective two (2), "meaningful staff development experiences" was 7.00, for objective three (3), "Commitment of State Department and Higher Education" was 4.33, and objective four (4), "self-sustaining Staff Development System" was 6.66. For objectives one, two, and four the ratings were above the halfway point on the scale and consistent 6.41, 7.00 and 6.66. The rating of the achievement of

objective three was not up to the halfway point, resting at 4.33, and stemming from a very flat curve the ratings ranging from zero to nine. The only response curve approaching the normal for the June, 1975 perception was that for objective two with a range of from three to eleven and a mode of three responses each at points seven and eight.

When staff were asked to judge the potential for the achievement of the objectives by 1980, they were optimistic regarding objective one and two as noted in Table 6 with mean ratings of 8.00 and 8.91 respectively. For objective one, the range was from one to twelve with a cluster of four responses at point nine. For objective two, the range was narrower running from five to twelve, but without a mode--a very flat curve.

The 1980 estimate for objective three and four were lower, being 5.75 and 6.83 respectively. The staff does not predict the kind of State Department and Institutional commitment to team support that is consistent with objective three. The range over a very flat curve (no curve) was from zero to twelve on this objective. For objective four the range was zero to eleven and with no normality to the ratings. The mean of 6.83 is an estimate that by 1980 the achievement of a self-sustaining staff development system is in grave doubt as judged by staff.

Team priorities identified by Board and Staff

Each of the five teams organized by March, 1974 were judged as to its usefulness and placed in priority order from most to least useful by Policy Board and ACT staff. Although both groups demonstrated some hesitation when asked to provide this priority ranking, the results showed

a phenomenal agreement between these two groups. It is noted in Table 7 that with the exception of a tie in the ranking of third and fourth position by the Board, their ranking and that of the staff for the column "up to this point" are identical, and listed in this order: recruitment/retention, individual approaches, community-wide programming, interpersonal communications, and administration. In addition, the rankings as to their maximum potential usefulness have but one reversal in the five ranks and that is between the items "individualized approaches," and "community-wide planning" where they are rated two-three by Policy Board and three-two by staff.

TABLE 7

RANK ORDER OF THE PRIORITIES OF THE POLICY BOARD AND ACT STAFF ON THE USEFULNESS OF THE RESOURCE TEAMS.

HOW USEFUL ARE THE TEAMS AS YOU HAVE PERCEIVED THEM?

	Rank Order of Responses			
	Policy Board		ACT Staff	
Resource Teams	Up to this Point	Maximum Usefulness	Up to this Point	Maximum Usefulness
Recruitment/Retention	1	1	1	1
Individualized Approaches	2	2	2	2
Community-wide Programming	3-4	3	3	2
Interpersonal Communications	3-4	4	4	4
Administration	5	5	5	5

In Table 8, are identified the ranges in the ratings of the eleven Board members and the twelve staff members interviewed. The range of rankings for each item are great, showing lack of uniform ratings within groups even though thier average ratings among groups is nearly identical (Table 7). Further examination of the data showed greater internal variations among staff than among Board members. With the staff having six, one to five variations out of a total of ten variations listed in Table 8 and the Board having but two such great variations.

TABLE 8:

RANGE OF RESPONSES ON THE PRIORITIES BY THE POLICY BOARD AND THE ACT STAFF ON THE USEFULNESS OF THE RESOURCE TEAMS.

Resource Teams	Policy Board		ACT Staff	
	Up to this Point	Maximum Usefulness	Up to this Point	Maximum Usefulness
Recruitment/Retention	1-4	1-4	1-5	1-5
Individualized Approaches	2-4	1-5	1-5	1-4
Community-Wide Programming	2-4	1-4	1-5	1-5
Interpersonal Communications	1-5	2-5	1-5	2-5
Administration	2-5	2-5	2-5	3-5

Note: The Board has two 1-5 variations

The Staff has six 1-5 variations

In Table 8, are identified the ranges in the ratings of the eleven Board members and the twelve staff members interviewed. The range of rankings for each item are great, showing lack of uniform ratings within groups even though thier average ratings among groups is nearly identical (Table 7). Further examination of the data whowed

Resource Team plans after June 30, 1975

In Table 9 are the results of a series of questions asking for team member perceptions of and their plans for participation in Project ACT after June 30, 1975 when the federal funding of the Project ceases.

For Item one, it was noted that all seventeen team members believed they will participate after the federal project ends. On the Likert-type scale, ranging from a low of one to a high of seven, they rated themselves as being anxious to participate with a mean rating of 5.76. The mode of the ratings was six in a reasonably normal curve of responses. There were but two of seventeen at the neutral point (4), four, or below. The range was from three to seven. One team member gave a rating of three (3), and three (3) team members gave a rating of seven (7).

Item two sought a response on whether or not the team members believed their state would ask for and pay for help. The response to this was near the neutral zone, a mean rating of 4.59. In this instance, the range was over the entire scale from one to seven, with a response pattern having no resemblance to a normal curve. There were four (4) responses at the top point (7) of the scale and five responses less than four (4), the neutral point.

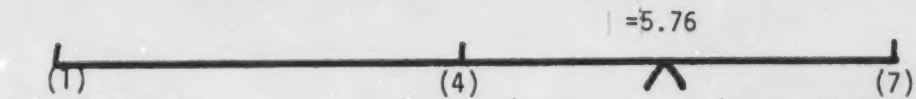
When responding to a question concerning the willingness of their school district or college to pay for the training given by staff development teams, the results were again near the neutral zone, 4.35, on a seven point scale. The range was from one to six, with a mode of six responses right at the neutral point (4). The curve of response approached normalcy.

TABLE 9

RESOURCE TEAM MEMBER PERCEPTIONS AND PLANS FOR AFTER JUNE 30, 1975.

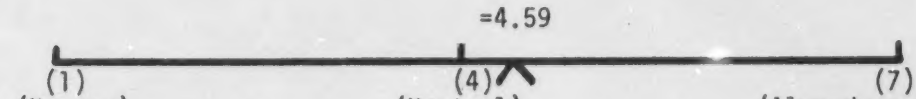
1. Will you participate? Yes = 17 No = 0

How anxious are you to participate?



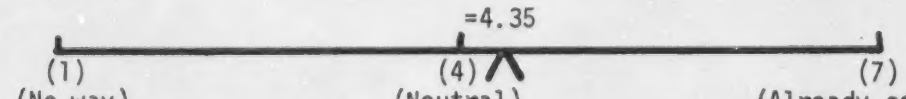
Range = 3 to 7

2. Will your state ask for help and pay for it?



Range = 1 to 7

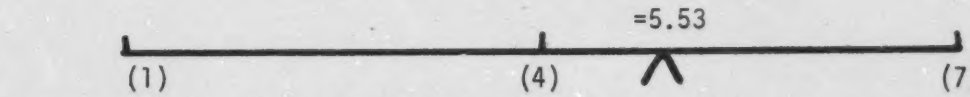
3. Will school district or college pay to bring teams for staff development?



Range = 1 to 6

TABLE 9 (con't)

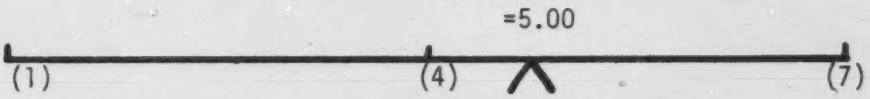
4. How confident with team to conduct a two day workshop in another state?



(I couldn't do it) (Neutral) (Could do well on short notice)

Range = 4 to 7

5. Additional training needed to feel secure as a resource person?



(I don't think I ever would) (I'm about 1/2 way there) (None)

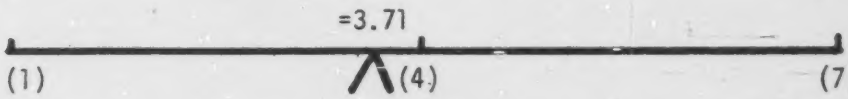
Range = 3 to 7

6. Will state encourage and finance training package?

Yes = 14 No = 3

(The three "No's" are all from the same state)

7. Extent to which school districts and colleges will finance individualized training packages?



(They won't) (Neutral) (Very willing)

Range = 1 to 6

The ratings of the team members confidence in their own ability to conduct a two-day workshop in another state (Item 4) showed a rating higher than that noted for items two and three. The mean was 5.33 with a range of from four to seven with a mode of six, where seven respondents placed themselves. With these seven and an additional three at the topmost point of the scale (7), it is clear that the majority of the team members are ready to do the real staff development work, identified in the Project objectives.

Responses to Item five gave a further indication of team members security and confidence in their ability. On a scale of one to seven, with one (1) meaning, "I don't think I ever would", and seven (7) "None", the response was to the question, "How much additional training do you believe you need before you will feel secure in being a resource person for a two-day workshop?" The mean of the responses was 5.00, when 4.00 meant "half-way there." The range was from three to seven with eleven of the seventeen team members rating themselves at point five and point six on the scale.

Responses to Item six showed that fourteen of the seventeen respondents believed their state will encourage and finance training programs. Three respondents believed their state would not, and those three team members are all from the same state.

Item seven also refers to training programs; in this question the response is scaled one to seven on the basis of a question asking the extent team members believe local school districts and colleges will finance Individualized Training Programs. The scale points identified for respondents were one as equal to, "they won't", four was

"neutral" and seven was "very willing". The mean of the responses was 3.71, less positive than "neutral". The range was one to six with a neutral mode (4).

A comparison between scaled responses concerning Individualized Training Programs (Item seven) and those concerning Resource Teams (Items three, four, and five) showed that the training program response mean 3.71 is considerably lower than the responses to team items, 4.35, 5.53, and 5.00 respectively.

Section IV

Summary of Findings, Conclusions and Recommendations

In this section, the findings are listed separately as they refer to data from the Policy Board, the Resource Teams, and from Project ACT Staff. A separate list of findings deals with inter-relationships between and among these three groups.

Conclusions coming from both the open-end interviews and scaled data are identified. They are related to the documents of Project ACT in both proposals and in the reports of action. Finally, a list of recommendations is made for consideration by the Policy Board and others with a policy or management function in relation to Project ACT.

Part A - Summary of Findings

Policy Board

1. There is little agreement among Board members as to what their role is or should be.
2. Fewer than one-half of the Board members identify their best possible role as the promotion of regionalization--the key objective of Project ACT.
3. A majority of the Board believed that the membership of the Board needs to be changed in such a way that they do not have both policy and management responsibilities.
4. There is a consistency in the hoped for outcome of a regional thrust for adult education by means of such structures as an Adult Education Clearinghouse, a Regional Resource Center, a

Staff Development Center or a corporate type consortium.

5. The Board is nearly unanimous in its wish for the status of adult education to be raised.
6. The Board does not wish its states or the Region to go back to the adult education status of 1971.
7. The majority of the Board sees a need to build commitment of State Departments, universities, local districts, legislators, etc. before a regional thrust is possible for Teams or any other aspect of adult education.
8. There is creative thought but little agreement on how to build that called for commitment.
9. The Board ranks the Recruitment and Retention and the Individual Approaches to Instruction teams as being potentially most useful.

Resource Teams

1. Teams were in general agreement that theirs was a helping and sharing role.
2. A unanimous concern of teams was that they prepare for a role and then not have an opportunity to "perform".
3. Team members are able to view the future with a positive regard for a regional thrust in adult education.
4. Team members are worried that the disappearance of federal funds for the Project in June, 1975 will cause the "good things" of Project ACT to disappear.
5. Resource Teams looked to the Policy Board for guidance in

keeping regionalization going.

6. The teams believed that the achievement of selected project objectives was above the half-way point in March, 1974.
7. The teams were very optimistic as to the potential for the achievement of the objectives by June 30, 1975, rating all of the achievement potentials above ten (10) on a twelve (12) point scale.
8. Members of teams were in positive communication with each other.
9. The Community-wide Programming, Administration, and Individualized Approaches to Instruction Teams did not have a focused thrust to their efforts.
10. All team members were willing to participate on teams after June 30, 1975 and most were anxious to do so.
11. Teams were just above the neutral point in their judgement as to whether states and school districts or colleges will pay for the use of teams in staff development programs.
12. Team members believe that school districts and colleges are not likely to finance Individualized Training Programs.
13. Teams are generally confident and secure in their ability to conduct workshops for other adult educators.

Project ACT Staff

1. The staff members of Project ACT wish to be more deeply involved than they now are in the development of the project.

2. One-third of the staff wishes for more responsibility in project operation than they now have.
3. The majority of the staff are consistent in their hope for project outcomes that are built on some type of regional structure (Resource Center, Consortium, Central Office, etc.)
4. The staff does not wish for Region VIII to "go back" to pre-ACT days.
5. The staff sees commitment as a key for continuing the impact of the Resource Teams or for any other aspect of adult education coming from the project.
6. The State Departments of Education are singled out as being the key group needing strong commitment and its leadership is considered essential for development of adult education.
7. The staff believes that use of present Project ACT resources is essential to a continuing impact in the Region.
8. The staff believes that adjustments in the structure of the Policy Board are needed.
9. The staff does not believe that the achievement of selected project objectives is even close to being reached.
10. The staff is somewhat more optimistic about reaching certain of the selected objectives by June 30, 1975 and more so by 1980.
11. The staff is not optimistic about gaining a commitment in support of Resource Teams from State Departments or institutions of higher education.

12. The staff ranks the Recruitment and Retention and the Community-wide Programming teams as being potentially most useful.

Interrelationships - Policy Board, Resource Teams, Staff

1. Policy Board and Staff believed that the make-up of the Policy Board should be changed.
2. The Staff is more committed to a regional thrust to the project than is the Policy Board.
3. Both Staff and Board members see "best possible" outcomes in terms of some type of regional structure for adult education and for staff development in particular.
4. The Staff has a higher regard for Individualized Training Programs than either Board or Teams.
5. Board, Staff, and Teams believe the "worst possible" project outcome would be "going back" to pre-ACT days.
6. There is general agreement among the three groups that commitment is needed at state, college, and local levels if adult education is to move ahead in the Region.
7. Commitment is also considered essential by both Staff and Board if the Resource Teams are to continue.
8. Staff and Board believed that efforts to inform and involve legislators with adult education and Project ACT is essential.
9. The perceived present "role position" in relation to the "best possible" shows little range among Staff, Teams, and Board. They are in the above order when ranked from a high

to a low perception of position.

10. The perceived Project outcomes for the Region at the present time are rated highest by the Teams, next by Staff, and lowest by the Board.
11. The perceived Project outcomes with a reference to the school district, C.S.U., and the state are rated highest by Teams, next by Staff, and lowest by Board.
12. Resource Teams believed that selected objectives are closer to achievement now and will be more so by June 30, 1975 than did the ACT staff.
13. Board and Staff give a very similar priority rank order to usefulness of operating Resource Teams.

Part B - Conclusions

The findings of this evaluation were examined against, and integrated with the backdrop of Project ACT's stated objectives, present operation and plans for the future. From this examination and integration the following conclusions were made:

1. The Regional Resource Teams developed exceptionally well in a short time and have given Project ACT a renewed potential for fulfilling the objectives of a regional staff development system.
2. The key to further Resource Team development and to their future value is in providing the settings where they can use their staff development competencies.

3. The Resource Teams need professional help in focusing on those state and local community adult education needs that can best be met by a Regional Resource Team approach.
4. Regional Resource Teams need to develop a recognition of their status by both excellence in performance and member qualifications.
5. The organization and use of the materials provided for Individual Training Programs developed by ACT staff is equal to, or better than much that passes for undergraduate and graduate credit experiences in colleges and universities.
6. The work of Resource Team members is worthy of college credit.
7. Those closest to the "grass roots", the Regional Resource Teams, are more optimistic about the achievement and future of regional staff development than are Policy Board or ACT Staff.
8. Those selected for membership on the Regional Policy Board were limited in power, commitment and policy making experience so essential for maximum project development in a three year period.
9. A full complement of boards (Regional Policy Board, State Strategy Boards, Local Sounding Boards) has not developed as planned.
10. Adult education in general and Project ACT in particular is not adequately recognized by the power structure in Region VIII. (Legislators, Chief State School Officers, Local School Administrators, Municipal Officers, etc.).

11. The limited commitment to adult education by state and local communities and colleges in Region VIII is a factor holding up orderly development of continued learning.
12. Essential to a continued regional contribution to staff development is some type of central structure to coordinate learning activities.
13. The opportunities to give Project ACT a long-term impact in Region VIII is possible within the one year remaining in the Project.

Part C - Recommendations to the Regional Policy Board

In interviews with the Policy Board they were asked to picture the future of the Project in the best possible light and under these conditions to describe how adult education would look in Region VIII five years from now. There was consistency in their hoped for outcomes. They wanted regionalization of some type, a raised status for adult education, a "no turning back" to pre-ACT days, a continuation of the Regional Resource Team staff development program, and a more positive recognition of, and commitment to, adult education by government and institutions of higher learning.

The Policy Board, Administration and Staff, and the Participants of Project ACT have made remarkable progress in activating the recommendations of the Project Task Force presented in the fall of 1973. The findings and conclusions of the 1974 External Evaluation lead to recommendations that are giant steps beyond those made in the 1973 Task

Force Report. The following recommendations are made with confidence because of the "track record" of Project ACT. The multiplier effect of the project is the key to long term regional impact. The recommendations are made because if followed, there would be that impact. The Regional Policy Board should lead in making it happen.

1. Action should be taken at once to reconstitute the Regional Policy Board, naming as new members those with a commitment to adult education who also have the leadership base essential to action in their own state, college, or university, and in the region.
2. An in-service program on "Boardsmanship" should be conducted for the entire Regional Policy Board clarifying and designating policy development responsibilities and leadership roles.
3. An orderly procedure should be developed in informing legislative and educational leaders of the goals and program of Project ACT.
4. State Strategy Boards and Local Sounding Boards should be organized and operating by September 30, 1974.
5. Policy Board support of teams is essential to their development. It is recommended that each team have a member of the Policy Board on it in an action or ex-officio capacity.
6. Each Regional Resource Team should include a university professor as an action member (a la Sue Harry, Utah) or as a consultant adviser. For example, on the Administration in Adult Education Team a Professor of School Administration

with an interest in adult education would be appropriate; on the Individualized Approaches to Instruction Team, a Professor of Reading or of Adult Education would be good; on the Media and the Adult Educator Team, a Professor of Communications or of Audio-Visual Instruction should be sought, etc..

7. To become viable, Resource Teams need a clear focus in the type of contribution each can make in response to requests for aid. The Policy Board should recommend that Project Staff aid in this focusing of team effort. A committed university staff person on every team as is now the case with the Interpersonal Communications Team would be an important first step.
8. The Project ACT Staff, during the last year of the Project, should direct its efforts to make Adult Competency Training for adult educators a part of professional undergraduate and graduate education in at least one college or university in each state. (This does not necessarily mean a graduate degree in Adult Education, but does mean course offerings in Adult Education.)

The excellent materials developed in the Individualized Training Programs should become part of the program offered by each of a number of colleges in the Region.

A credit bearing internship should be organized at each college where a professor is associated with a Resource Team. An agreement among these colleges should be made to establish

a ready transfer of such intern credit among them.

9. Plans should be made very soon to establish a structure that will provide coordination of staff development efforts after June 30, 1975. The institutional "home" of this coordinating mechanism should be chosen on the basis of predetermined criteria and upon application by institutions wishing to contribute to this important regional responsibility.

Several persons interviewed suggested that a miracle would be necesary to maintain a regional thrust for staff development in adult education in Region VIII after Project ACT terminates in June, 1975. The evidence in this evaluation suggested that this miracle can happen and that the Regional Policy Board is in a position to see that it does.